

1998–99 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 7—Reading

The **academic expectation** addressed by “Berea Pamphlet” is

1.2 Students make sense of the variety of materials they read.

The **core content** assessed by this item includes

- Identify commonly used persuasive techniques.
- Draw conclusions and make generalizations about what is read.

Berea Pamphlet

Brochures are designed to attract certain audiences.

- Describe the audience for which this brochure was designed.
- Explain how this brochure persuades that audience to visit Berea.

Use the information in this brochure to support both parts of your answer.



SCORING GUIDE

Grade 7 Reading

Score	Description
4	Student clearly describes the audience for this brochure. Student clearly explains how this brochure persuades that audience to visit Berea. Response is logical, supported with details, and shows a strong awareness of the persuasive information used in the brochure.
3	Student adequately describes an audience for this brochure. Student adequately explains how this brochure persuades that audience to visit Berea. Response shows a general awareness of some of the persuasive information used in the brochure.
2	Student partially addresses one or both parts of the question. Response shows a limited awareness of the persuasive information used in the brochure.
1	Student's response is minimal (e.g., student retells fact(s) in the brochure without addressing how it persuades an audience to visit Berea).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Types of audience:

- craft and antique lovers
- tourists
- teenagers going to college

Facts:

- Berea College is tuition free
- “The Folk Arts and Crafts Capital of Kentucky”
- 16 shops and malls
- over 150 dealers (antique)
- 40 craft shops, studios and galleries
- each of the 1500 students works 10-15 hours/week
- L&N Depot is located in Old Town Berea (1920-era depot)



READING PASSAGE

Grade 7

Berea is an interesting place in Kentucky. Read about its attractions in the following brochure. Then answer the questions that follow.

BEREA

KENTUCKY

Historic Berea, where the bluegrass meets the mountains, is a living celebration of the Appalachian culture.

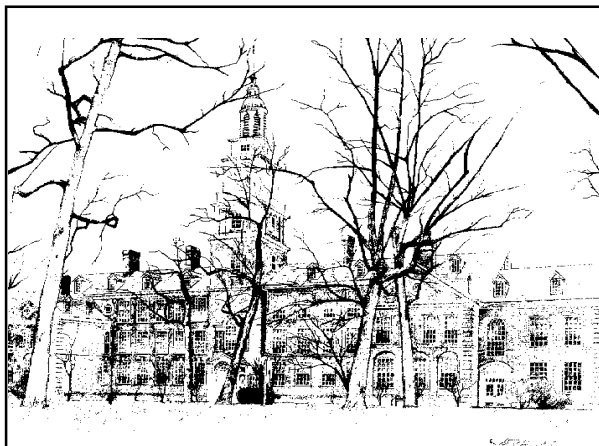
Browsing through the studios and galleries is a delight to each of the senses. Watch as talented hands work with a spinning mass of clay carefully molding the shape into an elegant vase. Smell the enticing aroma of freshly-sawn wood as another pair of hands carves a delicate dulcimer from a block of maple.

Creative treasures abound. The skill and artistry of the craftspeople are evident in everything you see, from designer jewelry, hand-forged wrought iron, to the charm of corn shuck dolls.

Whether leisurely strolling through the scenic campus of Berea College, learning the history of the area at the Appalachian Museum, or gathering precious gifts from the many craft shops, you'll find life here a pleasure.

Visit our unforgettable community and see, for yourself, the many delights of Berea.

The quality, scope, and value of the crafts produced in Berea are unsurpassed in the commonwealth. Recognizing Berea's commitment to exceptional handcrafts, the State Legislature has given the community the official title, "The Folk Arts & Crafts Capital of Kentucky."



For over 125 years, Berea College has provided a quality liberal arts education to the people of Appalachia. Chosen on the basis of academic ability and financial need, Berea's students do not pay tuition.

Tour the loomhouse of the nationally renowned Churchill Weavers. Watch as master weavers transform rich yarn into a variety of luxurious items including throws, baby

blankets and women's accessories.

Antique lovers are kept busy browsing the stores of Berea. Dolls, furniture and everything in between line the shelves of the area's 16 shops and malls. With over 150 dealers displaying their finest collectibles, diverse yet affordable treasures are abundant.

With over 40 craft shops, studios, and galleries in the area, shopping always provides delightful surprises. Hand-hewn wooden bowls, stained glass, candles, hand-made brooms, baskets, patchwork quilts and colorful needlework are just a few of the jewels to be found.

Take the time to stroll around and discover the bounty of Berea.



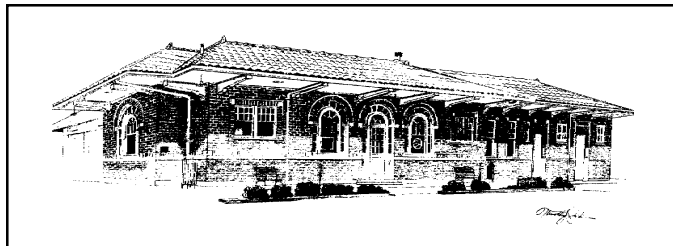
READING PASSAGE

Grade 7

Berea College

Berea College, one of the first interracial colleges in the South, is also unique because it's tuition-free. Each of the 1,500 students works 10-15 hours a week while carrying a full academic load. The College's strong academic program stresses the value of work.

Many of the students contribute to the craft heritage of the community through the Berea College Crafts program. Students in this program turn out fine hand-crafted items including furniture, brooms, woven items, ceramics and wrought iron pieces. Visitors can see the student-produced works for sale at the Log House Craft Gallery or the Boone Tavern Gift Shop.



L&N Depot – Welcome Center

Located in Old Town Berea, this 1920-era depot, complete with a red tile roof and fanlight doors and windows, is home to Berea's Visitor Information Center. While gathering brochures and maps of the area's many attractions, visitors can also view displays of arts and crafts as well as a video about local artisans.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 4-Point Response of Student Work

Student Response

The audience for which this brochure was designed is college students who are interested in Appalachian culture. In the brochure, Berea is perfectly described as a place where Appalachian culture is celebrated. This brochure persuades the audience to visit Berea by informing them of what sights can be seen and what interesting things can be done. For example, "Watch as talented hands work with a spinning mass of clay carefully molding the shape into an elegant vase," "...leisurely strolling through the scenic campus of Berea College..." and "watch as master weavers transform rich yarn into a variety of luxurious items." This brochure takes you to Berea and gives you a feeling of what it's like. This brochure also attracts its audience by informing them that the college is tuition-free, and that they (students) can participate in and contribute to the craft heritage of the community through the Berea College Crafts program.

← Student clearly describes audience for the brochure.

← Student clearly and logically explains how the brochure persuades the audience to visit Berea (i.e., by informing them of what sights can be seen and what interesting things can be done).

← Student's explanation is supported with details (e.g., "watch as talented hands...", "takes you to Berea," college is tuition-free, and students can contribute to the crafts heritage).

Overall, the student demonstrates strong skills of identifying commonly used persuasive techniques, drawing conclusions, and making generalizations about what is read. Appropriate references and quotes from the brochure support student's explanation.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 4-Point Response of Student Work

Student Response

This brochure was made for tourists to attract them to Berea for the following reasons.

I found out that it was tourists because the brochure says "tour the loom house." The brochure also uses a lot of description and adjectives. This would attract people to Berea because they will want to see all the interesting sights for themselves.

Some ways that the brochure tries to persuade tourists is that they tell the official title which is "The Folk Arts and Crafts Capital of Kentucky."

Another way that they try to persuade is they use catchy phrases like, "Browsing through the studios and galleries" and "Watch as talented hands work."

The last way is to tell how it would be if you were at Berea. For example, "gathering precious gifts from the many craft shops, you'll find life here a pleasure" and "Visit our unforgettable community."

Here are some reasons why they persuade tourists to come and tour Berea.

← Student clearly describes audience for the brochure.

← Student clearly and logically explains how the brochure persuades the audience to visit Berea (i.e., uses a lot of description and adjectives).

← Student's explanation is supported with details (e.g., tells the official title, uses catchy phrases, tells how it would be).

← Overall, the student demonstrates strong skills of identifying commonly used persuasive techniques, drawing conclusions, and making generalizations about what is read. Appropriate references and quotes from the brochure support the student's explanation.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 3-Point Response of Student Work

Student Response

Everyone knows that brochures are designed to attract a certain audiences attention, and persuade them to attend a particular event, or visit a certain place. Most brochures I have seen mainly appeal to vacation goers, and tell why they should go to a place. But the brochure I just read was about the artsy-craftsy town of Berea, Kentucky.

This brochure was designed to get the attention of arts and crafts lovers, young and old. It describes the many arts and crafts stores and galleries that some just can't resist. The brochure states that Kentucky Legislature gave the community the official title of, "The Folk Arts and Crafts Capital of Kentucky." This makes people want to attend Berea even more. The brochure about Berea may also be targeted towards people looking for colleges. In the brochure it mentions the 125 year old Berea College is tuition free.

Berea sound great and that's why people visit it. A few years ago I took a trip to Berea and found the arts and crafts very interesting. My family never saw a brochure about Berea, but if we had I'm sure it would have persuaded us to go to Berea right away!

← Student provides an introductory paragraph which does not address the prompt. This does not influence the student's score.

← Student adequately describes an audience for the brochure.

← Student shows a general awareness of the persuasive information in the brochure by adequately explaining how the brochure persuades the audience to visit Berea (i.e., describes stores and galleries, gives the official title).

← Student identifies another possible audience for the brochure and provides an adequate explanation how the brochure persuades this audience to visit Berea (i.e., the college is tuition-free).

Overall, the student demonstrates some skill in identifying commonly used persuasive techniques, drawing conclusions, and making generalizations about what is read. Appropriate references and quotes from the brochure support the student's explanations.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 2-Point Response of Student Work

Student Response

This brochure was designed to attract college students, to go to the Berea College. It also attracts tourists that want to come and visit Berea for tourists attraction.

By doing this the brochure tells a little about the history of Berea, the college and the L&N Depot - Welcome Center. The brochure tells about the history of the college and what you can find there.



Student describes the audience for the brochure.



Student's explanation of how this brochure persuades a particular audience to visit Berea is weak and lacks specific details from the brochure.

Overall, the student demonstrates limited skill in identifying persuasive techniques, drawing conclusions, and making generalizations about what is read.

Sample 1-Point Response of Student Work

Student Response

The audience for which this brochure was designed is which place did the person buy it at. How did he buy? How much money did it cost. That someone wants to visit Berea or go to Berea College. They would have to read the brochure and see if they want to go to Berea or Berea College.



Student's response is minimal and does not address how the brochure persuades an audience to visit Berea.

Overall, the student demonstrates minimal skill in identifying persuasive techniques, drawing conclusions, and making generalizations about what is read.



INSTRUCTIONAL STRATEGIES

Grade 7 Reading

The open-response item, “**Berea Pamphlet**” assesses students’ ability to (1) identify commonly used persuasive techniques and (2) draw conclusions and make generalizations about what is read in a persuasive passage. The instructional strategies below present ideas for helping students explore and master these skills.

Persuasive reading passages, such as “Berea Pamphlet” can be integrated across the curriculum for developing critical thinking skills to distinguish between fact and opinion and recognize commonly used persuasive techniques. Review with students a variety of strategies that can be used to interpret, evaluate, and synthesize what they read. Some strategies you may want to discuss and use with your students include:

- **Group Mapping Activity (GMA)**- This strategy helps students analyze and synthesize information from text using study maps, story clusters, or webs (Davidson, 1982).
- **Concept Webs** - A simple map used to develop and connect key concepts with student’s prior knowledge and information in the text. This strategy helps students organize and make connections between ideas and concepts on a specific topic.
- **Reading Response Groups** – In this strategy, students work in small groups and the teacher provides prompts to guide response group discussions on content specific texts. Students can share group responses in whole class discussion (O’Flahavan, 1989; Farnan, 1992).
- **Double Entry Journals** – This is a special kind of journal in which the student uses the left page for initial responses to prompts or drawings, and the right page is used for revised ideas or new insights (Vaughn, 1990).

Have students work individually, in pairs, in small groups, and/or as a class to complete any or all of the following activities:

- Write a brochure to persuade the reader to visit a destination, join an organization, or purchase a product. The students should use a variety of persuasive techniques, such as quotes, statistics, testimonial, and descriptive language in their brochure to disseminate information.
- Organize a formal debate on a controversial topic. Have students read information about both sides of a controversial issue and then write an explanation as to which side they agree with and their reasons. Through a class debate, students will try to persuade classmates to agree with them and support their side of the issue. At the end of the debate the class can vote on which side offered a more compelling persuasive argument.
- Provide a persuasive passage for students to read and have them distinguish between the facts and opinions offered in the passage.